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ABSTRACT

The document offers a brief history of the Windsor, Vermont career education project, lists project activities, catalogs and critiques project materials, and makes recommendations for future planning. A 34-page section presents a sampling of the school district's career education activities, offering the activity title, grade level, goal/concept, subject area, objectives, description of activity, resource materials, evaluation, and recommendations. The concluding section (27 pages) consists of a catalog and critique of materials used in the project. It offers a tabulation of guidance components, commercially and teacher-prepared audiovisual and printed materials as well as commercially and teacher-prepared kits, games, and other career related materials. In all cases, the catalogue lists title, grade level, source or supplier, and evaluative comments. (MW)

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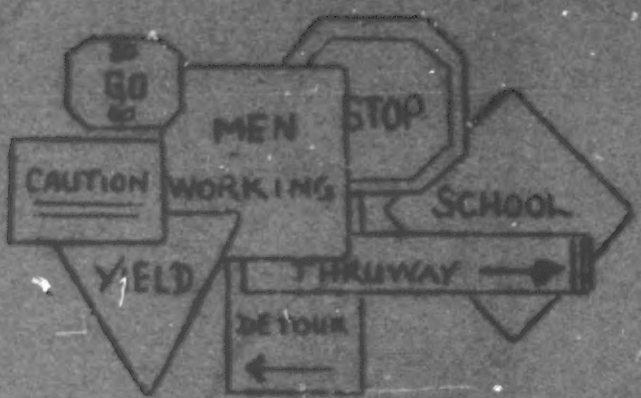
CAREER EDUCATION



WINDSOR NORTHWEST DISTRICT

DISSEMINATION PROJECT

JULY 2, 1973

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WINDSOR NORTHWEST DISTRICT

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WINDSOR NORTHWEST DISTRICT

HISTORY OF CAREER EDUCATION ACTIVITIES

Between January and May of 1972, teachers throughout the district were introduced to career education by means of a series of meetings featuring experts from in and out of the state. At first there was reluctance on the part of some teachers and administrators; but, as the project developed, attitudes began to change and by year's end positive results were indicated in terms of new learning activities for students and increasing teacher interest.

In August, 1972, Dale Porter was brought into the district to serve as coordinator for career education activities. One of his first tasks was that of organizing a three-day workshop before the opening of school in September to put the program together and organize the instructional staff for the implementation of the project within the seven-school district.

Mr. Porter brought vigor and direction to the activities of the project, helped the teachers get started in ongoing career development, and worked with community leaders who gave their support to the program.

By November action had begun in a variety of endeavors and inservice work sessions with staff were carried on. In early 1973 many materials had been produced, community support and cooperation was evidenced, and outside evaluators were arriving to observe what was happening.

By the close of school in June of 1973, pupils of the district had experienced more than one hundred field trips, had been visited by 149 resource persons, had been given 35 experiences in role-playing, 37 experiences in all-subject tie-in, and 77 hands-on opportunities related to career development.

Six teachers, representing most schools in the district, met in a week-long workshop after school ended in June, 1973. They screened activities of the year, compiled materials for a dissemination report, and made recommendations for improvement of the project materials and activities for the year ahead. The general consensus of the report committee is that teachers would like to continue the project.

Teachers to be hired for jobs in the Windsor Northwest School District are screened for possible background in career education and, if none, they will be given contracts on condition of taking in-service training. As the coordinator was hired for one year only, the responsibility of keeping the project on a forward track will fall to some other staff member. With cooperation from the teachers and a willingness to press on, the coming year could be interesting and productive for all.

In conclusion, there are many positive outcomes of the project in terms of improved learning opportunities, increased cooperation between instructional staff and community leaders, and a greater awareness of community resources as they relate to occupational opportunity and education.

VERMONT CAREER EDUCATION

SUGGESTED CAREER EDUCATION ACTIVITY REPORT FORM

ACTIVITY TITLE _____

NAME _____ Would you recommend that other teachers use this activity?

SCHOOL _____ ☐ yes ☐ no

GRADE _____

DATE _____ SUBJECT _____

Type of Activity

- ☐ Resource Person
- ☐ Role Playing
- ☐ All Subject Tie-In
- ☐ Field Trip
- ☐ Hands-On
- ☐ Survey
- ☐ Other

Occupational Cluster

- ☐ Health
- ☐ Agri-Business/Natural Resources
- ☐ Public Service
- ☐ Business and Office
- ☐ Environment
- ☐ Communication and Media
- ☐ Hospitality and Recreation
- ☐ Marine Science
- ☐ Personal Services
- ☐ Fine Arts & Humanities
- ☐ Consumer & Homemaking
- ☐ Construction
- ☐ Marketing & Distribution
- ☐ Manufacturing
- ☐ Transportation

Time Needed to Perform Activity _____ Estimated Cost _____

Materials/Equipment Needed _____

_____

Narrative (people used, places visited, tips on success, procedures followed, etc.)

Evaluation (Be specific)

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Resource Person--Two parents talk about their factory jobs.
GRADE LEVEL	-1-4
GOAL/CONCEPT	-Persons need to be recognized as having dignity and worth. Job specialization creates interdependency.
SUBJECT	-Social Studies
OBJECTIVES	-To create an appreciation of parents' activities during a work day. To create understanding of parents' attitudes when work day is over. To show how one job fits in with others in a factory.
ACTIVITIES	-Having two parents come in as resource persons to talk about their jobs in a veneer factory. Seeing resource persons in work clothes. Discussing veneer samples available to each child. Picture taking and taping for future reference.
RESOURCE/ MATERIALS	-Two parents, camera and film, tape recorder and tape.
EVALUATION	-Brings about an awareness of the importance of all types of jobs. Results in understanding of parents' feelings and attitudes.
RECOMMENDATIONS	-Discussion of our own feelings.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Resource Person--Person from Peace Corps who worked in India.
GRADE LEVEL	-3
GOAL/CONCEPT	-Work means different things to different people. Persons need to be recognized as having dignity and worth.
SUBJECT	-Social Studies
OBJECTIVES	-To become aware of volunteer service to government. To compare different ways of life. To compare different types of farming.
ACTIVITIES	-Students prepared curry for lunch. Students made candles. Students wrote letters in Hindu to a boy they support in India.
RESOURCE/ MATERIALS	-Paraffin, coloring, wicks to make candles. Ingredients for curry.
EVALUATION	-Offers student involvement in a meaningful way by supporting a child. Exposes children to a different way of life.
RECOMMENDATIONS	-None

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Resource Person--Sixteen people explain their jobs
GRADE LEVEL	-7-8
GOAL/CONCEPT	-Work means different things to different people. There are a wide variety of careers which may be classified in several ways.
SUBJECT	-Special Week
OBJECTIVES	-To present a variety of occupations to the students. To allow students to choose those they were interested in hearing about.
ACTIVITIES	-Four 40-minute sessions during which students chose one of five offered at that time slot.
RESOURCE/ MATERIALS	-Resource persons
EVALUATION	-Positive outcomes but also indications that there was over exposure.
RECOMMENDATIONS	-Better spacing of time for presentations. Providing a means for a follow-up of student's interest. Under Objective No. 1, reverse the roles from teacher as a presenter to that of student as an explorer.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Resource Person--Career Opportunity in U.S. Navy and U.S. Army.
GRADE LEVEL	-7-12
GOAL/CONCEPT	-Individuals differ in their abilities, attitudes, and values.
SUBJECT	-Life Science
OBJECTIVES	-To acquaint high school students with careers in government service.
ACTIVITIES	-Navy recruiter spoke about nuclear submarines and Navy life. Army recruiter showed slides of Viet Nan and told about his career.
RESOURCE/ MATERIALS	-Army and Navy Recruiter; materials brought by resource persons as part of their own audio/visual equipment.
EVALUATION	-Both of the above sessions were successful learning experiences.
RECOMMENDATIONS	-Discuss reactions to what was seen and heard.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Resource Person--Career Opportunities Relate to Math
GRADE LEVEL	-9-12
GOAL/CONCEPT	-Education and work are interrelated.
SUBJECT	-Mathematics
OBJECTIVES	-To look into an area of practical application of mathematics. To present career opportunities in architecture and its relationship to math.
ACTIVITIES	-A visit with a registered architect.
RESOURCE/ MATERIALS	-Newspaper clippings detailing current and future career opportunities. Architect.
EVALUATION	-Shows a practical application of mathematics in a given job.
RECOMMENDATIONS	-Show students the practical application of mathematics in related occupations. Involve students in using the tools of an architect. Explore jobs in the community that require knowledge of mathematics.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Resource Person--Visit to classroom by social worker
GRADE LEVEL	-12
GOAL/CONCEPT	-There are a variety of careers which may be classified in several ways.
SUBJECT	-Psychology
OBJECTIVES	-To create an awareness of job opportunities in the field of psychology. To create an awareness of related occupations. To create an awareness of the scope of mental health.
ACTIVITIES	-Involve students in discussion with a psychologist from the Mental Health Clinic.
RESOURCE/ MATERIALS	-Social Worker
EVALUATION	-Brings about an awareness of the possible roles of a psychologist.
RECOMMENDATIONS	-Students could gather materials on related job opportunities in the social welfare and mental health fields.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-All Subject Tie-In, using "I Want to Be Tree" Kit
GRADE LEVEL	-1-4
GOAL/CONCEPT	-Occupations exist for a purpose. Education and work are interrelated.
SUBJECT	-Social Studies, Reading
OBJECTIVES	-To bring an awareness of a variety of occupations to students in a form they can read by themselves. To give them added information on occupations by way of cassettes.
ACTIVITIES	-Looking at book, listening to tape reading of book. Rereading book. Answering questions suggested by guide. Listening to and discussing a tape presentation for added information. Finding pictures of occupations in magazines. Reading related books, stories. Writing type of story suited to grade level.
RESOURCE/ MATERIALS	-"I Want to Be" Kit
EVALUATION	-A very helpful source of career information for lower grade levels.
RECOMMENDATIONS	-Use follow-up activities; i.e., writing, field trips, resource persons.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-All Subject Tie-In, using 'Self-Awareness" Kit, SRA
GRADE LEVEL	-K-6
GOAL/CONCEPT	-An understanding and acceptance of self is important throughout life. Persons need to be recognized as having dignity and worth.
SUBJECT	-All Subject Tie-In
OBJECTIVES	-To identify differences in selves and others. To allow students to recognize own ability to cope with differences. To verbalize awareness concepts.
ACTIVITIES	-A filmstrip and cassette, and large pictures of life situations are presented in a sequence to be discussed. A teacher's guide has an outline of sequence and ideas for drawing out children.
RESOURCE/ MATERIALS	-SRA "Self-Awareness" Kit
EVALUATION	-Excellent guide. Discussions helpful in a group where personality clashes exist.
RECOMMENDATIONS	-Need easel for photo boards. Large quantity of material needs to be spread over a large period of time so child can benefit most. Some pictures and ideas lend themselves to ideal writing situations.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-All Subject Tie-In--Mapping Town
GRADE LEVEL	-4-6
GOAL/CONCEPT	-Occupations exist for a purpose. Education and work are interrelated. Job specialization creates interdependency.
SUBJECT	-Social Studies, Math
OBJECTIVES	-To become better acquainted with the town. To teach students organization. To demonstrate practical usage of mathematics.
ACTIVITIES	-Used an old water map as basis--prepared map on a scale of 1" = 25'. Divided class into groups and each group surveyed a section of town to determine existing buildings. Made scale buildings to locate on map.
RESOURCE/ MATERIALS	-Pencils, rulers, paint, oak tag, masking tape, and construction paper.
EVALUATION	-Worthwhile project; valuable for the many skills involved.
RECOMMENDATIONS	-More time allotted. Next year teacher plans to add field trip photos to map.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-All Subject Tie-In--Talking Bulletin Board
GRADE LEVEL	-7-10
GOAL/CONCEPT	-Environment and individual potential interact to influence career development. Occupations exist for a purpose.
SUBJECT	-Social Studies, Science, Career Education
OBJECTIVES	-To explore the field of conservation. To correlate job with duties and skills needed.
ACTIVITIES	-Collect pictures of plants, trees, animals, forest rangers, wild life, biologists, and tree surgeons. Match worker with pictures of things in his field. Mount on tag board. Record tapes of commentary--include sounds of working and interviews with workers. Edit tapes. Display was put up in library and other classes were invited to visit.
RESOURCE/ MATERIALS	-Magazines, newspapers, tagboard, tape recorder and tapes, magic markers, glue, and workers.
EVALUATION	-Some problems of cooperation between students and standards for quality of work were developed. Excellent preparation for follow-up field trip to a National Forest Ranger.
RECOMMENDATIONS	-Tape should be carefully edited to hold interest of viewers.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-All Subject Tie-In--Clarification of Values
GRADE LEVEL	-7-10
GOAL/CONCEPT	-People need to be recognized as having dignity and worth. Individuals differ in their interests, abilities, attitudes, and values.
SUBJECT	-Social Studies, Psychology
OBJECTIVES	-To help students clarify their own values. To help students define ambitions and hopes.
ACTIVITIES	-Use techniques suggested by Sidney Simon's "Game of Life" or "Get All You Can". Discuss competition and competitive feelings, occupations requiring competitive attitudes, and life styles and personalities.
RESOURCE/ MATERIALS	-"Game of Life"
EVALUATION	-Some students gain insights into their own feelings from discussions.
RECOMMENDATIONS	-Explore the meaning of competition through discussion to determine positive or negative aspects.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-All Subject Tie-In--Human Relations Kit
GRADE LEVEL	-11-12
GOAL/CONCEPT	-An understanding and acceptance of self is important throughout life.
SUBJECT	-Social Studies
OBJECTIVES	-To understand contemporary social problems. To understand social interaction. To write self-understanding themes. To develop self-concepts.
ACTIVITIES	-Use film strip and tapes. Have class discussion, following the guide.
RESOURCE/ MATERIALS	-Human Relations Kit, Film Strip projector, and Cassette tape recorder.
EVALUATION	-Kit works best with upper grade levels. Students thought it more fun than educational. Kit must be adapted to different classroom uses. Some exercises are more effective than others. Program should be used with some continuity.
RECOMMENDATIONS	-Prepare students for this activity.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Hands-On--Creating life-size veneer models for use in many career activities.
GRADE LEVEL	-K-6 (Suitable for Junior High also)
GOAL/CONCEPT	-Occupations exist for a purpose. Persons need to be recognized as having dignity and worth. There is a wide variety of careers which may be classified many ways. Individuals differ in interests, abilities, attitudes, and values.
SUBJECT	-Social Studies, Art, English (Language Arts)
OBJECTIVES	-To use carpentry tools to cut out models. To familiarize pupils with clothes and tools related to various jobs. To enable pupils to "feel" an understanding for various uniforms by having "Mr. (or Mrs.) Career" share some time with them. To provide tool and equipment handling experiences for various careers.
ACTIVITIES	-By using a pattern, cut life-size models from veneer or tri-wall. Gather clothes and equipment that are related to certain careers. Get children to use figures in play and learning activities. Make up stories of Mr. or Mrs. Career.
RESOURCE/ MATERIALS	-Veneer or tri-wall; carpenter's tools for cutting and shaping; appropriate clothes and equipment for careers to be studied.
EVALUATION	-Because children of this age love to project themselves into their dolls or toys, this activity provided motivation for their study of several varying occupations. The activity provided an opportunity for children to familiarize themselves with the tools and dress styles of certain jobs while they learned about the duties and requirements and added new words to their vocabularies.
RECOMMENDATIONS	-Take pictures of children playing with model to aid in helping the child identify with the "person" represented by the model. Make model so that arms may be removed by means of fasteners so clothes can be easily changed. Encourage children to make or help with making some clothes if possible to increase pupil involvement.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Hands-On (making medical slides of cheek cells)
GRADE LEVEL	-K-6 (used in Grade 5)
GOAL/CONCEPT	-Occupations exist for a purpose. There is a wide variety of careers which may be classified in several ways. Education and work are interrelated. Individuals can learn to perform adequately in a variety of occupations.
SUBJECT	-Science and Health
OBJECTIVES	-To be able to understand that health and science research depend on microscopic slides. To show the interrelatedness of careers in both health and science. To teach accuracy in drawing scientific data.
ACTIVITIES	-After a medical technician visited classroom, children discussed use of medical slides. Slides of cells from student's own cheek were made, stained, and reviewed. Pictures were drawn of cells viewed. Research of other allied jobs using these techniques. Explored different titles of jobs within same occupational field.
RESOURCE/ MATERIALS	-Microscope, slides and covers. Books for research.
EVALUATION	-Evaluation showed that children realized objectives by: Care taken in preparing slides. Vocabulary used in discussing project. Increased ability in doing independent research. Greater interest in other living cells. Maintaining an on-going interest in the project that lasted for several months.
RECOMMENDATIONS	-All students be required to prepare at least one slide to aid them to make a realistic career decision at this stage of their development. Pictures screened by classmates to increase awareness in essential accurate details. An effective activity for level 7-10.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Hands-On (three one-act plays)
GRADE LEVEL	-7-10
GOAL/CONCEPT	-Individuals can learn to perform adequately in a variety of occupations. Occupations exist for a purpose. Job specialization creates interdependency. Individuals differ in their interests, abilities, attitudes, and values.
SUBJECT	-English, Art, Social Studies, Industrial Arts, Home Economics.
OBJECTIVES	-To appraise and accept student's own abilities and interests by this project. To respect a person's right to choose his own "career" in this teamwork activity. To expose students to the many jobs that theater productions require. To increase student's awareness of his own adaptability. To create awareness that teamwork is important in the world of work.
ACTIVITIES	-Plan all necessary aspects of entire project, including casting, stage properties, lighting, costuming, make-up, prompting, directing, advertising, and other business areas. Assign responsibilities to individual students after evaluating interests and abilities. Incorporate assistance from Industrial Art and Home Economics departments for costumes and stage properties. After final preparations, play was produced as a theater production. Students did final evaluation on finished product for improvement in the future.
RESOURCE/ MATERIALS	-Drama director, plays pertinent to age level and interests, cloth for costumes, materials for building stage properties, make-up materials, and a stage.
EVALUATION	-Evaluation of project was positive as indicated by: Favorable comments from audience. Enthusiasm of students. Ability of students to assist each other while respecting individual responsibilities. Realization of expenses and profits proved valuable for economics.
RECOMMENDATIONS	-Field trip to professional theater group as introduction Could be utilized at all grade levels.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Hands-On (writing children's books)
GRADE LEVEL	-7-10
GOAL/CONCEPT	-Education and work are interrelated. Occupations exist for a purpose. Individuals differ in their interests, abilities, attitudes, and values.
SUBJECT	-English, Art
OBJECTIVES	-To recognize that an author or illustrator must have an understanding of different age and interest levels for type of book to be written. To acquire a greater realization of the value of English skills for this type of career. To create a greater appreciation for books and persons who make them possible. To learn to share and incorporate ideas and abilities.
ACTIVITIES	-Divided class into four groups. Researched many children's books, including award-winning books. Wrote and proofread story. Made appropriate illustrations. Printed several copies of each story, bound into book form. Placed a copy of each book in school library.
RESOURCE/ MATERIALS	-English and Art instructors, children's library books for inspection, paper for printing, paints and magic markers, and poster board for covers.
EVALUATION	-The value of the activity was evidenced by: Wide research done by students voluntarily. Self-esteem that developed when book was placed in school library. Wide circulation of written books.
RECOMMENDATIONS	-Student be assigned a time for an oral reading library period to personally interpret his work to others. Exhaust all possibilities to get at least one book commercially published. Compilation of a list of all related jobs.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Hands-On (Furniture Construction)
GRADE LEVEL	-11-12
GOAL/CONCEPT	-Occupations exist for a purpose. Education and work are interrelated. Environment and individual potential interact to influence career development.
SUBJECT	-Industrial Arts, Mathematics
OBJECTIVES	-To experience building an article of furniture. To emphasize the necessity of educational skills, i.e., mathematics and basic reading, in the construction occupational cluster. To create an awareness that the forest environment of the area influences the type of industry, thus career choices, locally available. To initiate a concern for the workmanship found in commercial furniture construction today.
ACTIVITIES	-Visited furniture factory. Interviewed on tape and photographed employees. Returned to Industrial Arts department and chose a piece of furniture that student can give purpose for construction. Reviewed use of tools, measurement, and blueprint reading. Completed article for purpose indicated initially.
RESOURCE/ MATERIALS	-Industrial Arts teacher, transportation to factory, tape recorder and tape, camera and film, construction tools, blueprints of furniture, finished lumber as needed for item chosen.
EVALUATION	-Evaluation showed worth of activity by: Renewed interest in mastering basic mathematics. Pride in utilizing and exhibiting finished product. Investigation of workmanship on commercially produced furniture.
RECOMMENDATIONS	-Allow students who had good success to take the responsibility of instructing a younger student who had expressed interest in this area. Make a public display of articles constructed to show the value of career education.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Hands-On (In cooperation with Dairy Farm Field Trip)
GRADE LEVEL	-K-6 (Used in Grade 3)
GOAL/CONCEPT	-Occupations exist for a purpose. Education and work are interrelated.
SUBJECT	-Health (Also adaptable for social studies)
OBJECTIVES	-To create an awareness of the varied tasks of the dairyman. To create an awareness of the steps in producing milk from cow to dairy. To create an awareness of the cleanliness necessary for dairy farm operation. To create an awareness of the elaborate equipment essential on the modern farm. To obtain actual "feel", "smell", "taste" of product. To visualize a dairy by visiting with a dairy farmer.
ACTIVITIES	-Visit a dairy farm. Children fed calves with bottles. Children fed grain to cows. Children observed milking process by machine. Children observed vacuum system to keep milk clean. Children taped and took slides of dairyman to document activity.
RESOURCE/ MATERIALS	-Camera, film, tape recorder, tape, dairyman as a resource person, equipment at the farm, parents and cars for transportation.
EVALUATION	-Evaluation showed positive results because children became more appreciative of their recess carton of milk. Evaluation showed positive results because children understood some of the reasons for mechanization in dairy industry.
RECOMMENDATIONS	-More vocabulary work prior to trip, adding to this list as a followup. Keep tour group to six or less.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Cooking and serving a meal for the public--Role-playing
GRADE LEVEL	-7-10 (grades 9-10)
GOALS/CONCEPTS	-Job specialization creates interdependency. Environment and individual potential interact to influence career development.
SUBJECT	-Home Economics
OBJECTIVES	-To plan, organize, execute, and complete a task for the public sector, as opposed to the private sector of the economy. To experience one part of the personal services occupational cluster. To learn to perform a variety of jobs in the food service field. To experience the interrelationship of education and work.
ACTIVITIES	-Students planned, prepared, and served meals to teachers at several different times during the year. Follow-up discussions were used to provide insights into group cooperation, meeting a deadline, public relations, making judgments as to public interest and expectations.
RESOURCE/ MATERIALS	-Large-group cooking and food service facilities, menus, and supplies for large group meals.
EVALUATION	-Students experienced the interdependency of specialized jobs. The interrelationship of education and work were clearly seen by the students. During the course of the year each student performed several different jobs in the food service field, learning the interdependency in food preparation occupations. Students learned the different expectations of food service workers serving the public as opposed to serving for personal or family meals.
RECOMMENDATIONS	-None

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Classroom Bank--Role-playing
GRADE LEVEL	-K-6 (grade 3)
GOAL/CONCEPT	-Occupations exist for a purpose. Education and work are interrelated.
SUBJECT	-Math and Economics
OBJECTIVES	-To understand and experience the operation of a bank as it relates to the occupational cluster of marketing and distribution. To accept and understand self in relation to the world of work. To receive reward for work well done. To learn to perform adequately in a variety of jobs in this occupational cluster.
ACTIVITIES	-Role-playing--Classroom Bank. Students are appointed to staff the bank. Each student receives a "check" when he deserves a reward for school performance. The "checks" are deposited in a (refrigerator box) bank. Periodically students withdraw checks to make purchases in the classroom "store".
RESOURCE/ MATERIALS	-Refrigerator box, mimeographed checks, materials for classroom store.
EVALUATION	-Children took turns experiencing the job of banker. Children experienced rewards for work well done. They became aware of the purchase power that results from work and wages. Basic principles of our economy were brought out through student participation.
RECOMMENDATIONS	-This activity should be on-going for all elementary grades. Criteria for rewards need to be set up so that all students could receive the "checks". Form a corporation that would "borrow" from the bank, thereby creating jobs.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE -Newspaper making--Role-playing

GRADE LEVEL -K-6 (grade 3)

GOAL/CONCEPT -Occupations exist for a purpose.
Education and work are interrelated.
Job specialization creates interdependency.

SUBJECTS -English, Penmanship, Reading, Math, Art.

OBJECTIVES -To become acquainted with and experience various jobs involved in the process of making a newspaper.
To identify the tools of the various occupations involved in making a newspaper.
To see and experience the skills and abilities that are needed for this process.

ACTIVITIES -Visited the WHITE RIVER VALLEY HERALD office in Pandolph.
Listed and elected the newspaper staff.
Made a budget for the newspaper.
Staff wrote the material.
Ad Manager obtained ads from the immediate neighborhood.
Editor chose materials to be used.
Proofreader prepared material to be used.
Authors of chosen items put them on ditto masters.
Printer duplicated the paper and directed the collating and assembling of it.
Circulation manager arranged the sale of paper.
Business manager collected money and accounted for it to the class.

RESOURCE/
MATERIALS -Ditto machine, masters, paper.

EVALUATION -Proofreading was done by a student with no supervision by teacher. Results were interesting and surprising--showed how responsible 3rd graders can be.
Students set deadline date and met it, gaining good experience in doing so.

RECOMMENDATIONS -This activity could be used, with appropriate refinements, at all levels.
Introductory class to name and discuss jobs could be the first step of this activity.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-"Job Well Done? Job Poorly Done?"--Role-playing
GRADE LEVEL	-K-6 (2-4)
GOAL/CONCEPT	-An understanding and acceptance of self is important throughout life. Persons need to be recognized as having dignity and worth.
SUBJECT	-Social Studies - English
OBJECTIVES	-To experience the adequate performance of a variety of classroom jobs. To understand that the specialization of jobs creates interdependency in our society. To recognize individual differences of interest, abilities, attitudes, and values. To interrelate education and work. To recognize each person as having dignity and worth. To understand the purposes for various occupations. To experience the rewards of a well-done job, the chastisement of a job poorly done. To experience peer group appraisal of performance.
ACTIVITIES	-Role-playing of a work-evaluation situation such as teacher-student, boss-employee in the game "Job Well Done? Job Poorly Done?" Construction of a chart listing routine classroom jobs, with (teacher) "employer" deciding whether (student) "worker" remains at present level, is demoted, or advances up the ladder, according to the level of performance.
RESOURCE/ MATERIALS	-Art materials for posters, oak tag, magic markers, paints, etc.
EVALUATION	-Children were observed to really "feel" their roles. Regardless of how the chart is made, the jobs at the top become desirable--a "pecking order" is established. Excellent way to show children interdependency of a variety of occupations.
RECOMMENDATIONS	-This activity could be used in grades K-8. Using tools of the various jobs and properties for the role-playing situations would enhance the objectives. The chart of classroom jobs should be arranged and rearranged often so that it will not tend to reinforce the job elitism in our society.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Strike Situations-- Role-playing
GRADE LEVEL	-7 - 10 (grades 7 - 8)
GOAL/CONCEPT	-Various groups and institutions influence the nature and structure of work. Job characteristics and individuals must be flexible in a changing society.
SUBJECT	-Industrial Arts - Construction
OBJECTIVES	-To role-play and experience a strike situation, the opposing factions and their grievances, and the procedure of resolving the conflict. To understand the social and economic pressures, ramifications, and outcomes of a strike in the construction field.
ACTIVITIES	-Class was divided in half with one group representing labor and one group representing management. Both groups were given a list of grievances and an outline of the proper procedure for discussion, with time to follow through. After sufficient preparation time, the groups presented their arguments and rebuttals. The outcomes were dependent upon how the debates moved. If necessary, teacher became mediator and arbitrator.
RESOURCE/ MATERIALS	-Dittoed sheets giving background information about the situation leading up to the strike. Additional dittoed information about the procedures of mediation and arbitration. Three one-day periods of time.
EVALUATION	-The students were very receptive and cooperative-- seemed to enjoy the role playing. Post-activity discussion brought out the wide-spread effect of a strike in one of the occupational clusters.
RECOMMENDATIONS	-Careful control of debates will keep discussion on the subject, not on students' personalities. -Students should have a go at the roles of mediator or arbitrator as well as labor and management.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-The Problems of Magalopolis--Role-playing
GRADE LEVEL	-7-10 (grade 7)
GOAL/CONCEPTS	-Various groups and institutions influence the nature and structure of work. Job characteristics and individuals must be flexible in a changing society.
SUBJECT	-Social Studies
OBJECTIVES	-To role-play and experience the decision-making process involved in solving the problems of a megalopolis. To understand that various groups and institutions influence the nature of work and life-style. To see that work conditions, job characteristics, and individuals must be flexible in a changing society.
ACTIVITIES	-Class divided into four groups, each one representing a different interest group, or facet, of the problem. Each group was handed a duplicated sheet of factual material about its interest, as well as the problem to be solved by all. A discussion period was held to allow each group to decide upon its proposal for the solution of the problem; i.e., water supply, smog control, planning and budgeting for a large metropolitan area. Each group, in turn, presented its proposal for solving the problem to the entire class. The class discussed the various presentations and then arrived at a solution to the given problem. Often solutions combined the elements to the four groups' presentations.
RESOURCE/ MATERIALS	-Teacher's Manual, INQUIRING ABOUT AMERICAN HISTORY. Holt, Rinehart, Winston; Duplicated set of instructions and problems.
EVALUATION	-Hypothetical problems were solved by discussion, debate, and a combining of ideas. Whole class discussions lead to a give-and-take of group proposals to reach a solution acceptable to all. Respect for the ideas, proposals, and personalities of others was achieved by most of the students. Most of the students became involved and intensely interested in successfully playing their roles.
RECOMMENDATION	-A class critique of the quality (group cooperation, group presentations, etc.) would be beneficial to all. Careful control of comments would keep criticism directed toward ideas, not individuals who role-play.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Interviewing on "Back to School Night"--Role-playing
GRADE LEVEL	-11-12
GOAL/CONCEPT	-Individuals differ in their interests, abilities, attitudes, and values. Job characteristics and individuals must be flexible in a changing society.
SUBJECT	-English
OBJECTIVES	-To learn opinions of parents and other visitors about the "Back to School Night" and the P.T.A. as an organization. To learn and practice procedures and techniques for conducting successful interviews. To review, organize, and tabulate results of the taped interviews.
ACTIVITIES	-Instruction was given students in the use of a tape recorder. Students practiced interviewing each other. Interviews were taped during the evening on "Back to School Night". Tapes were used for discussion and to make tabulations of the opinions that emerged.
RESOURCE/ MATERIALS	-Tape recorders, tapes, oak tag, and magic markers
EVALUATION	-Opinions were discussed and compared by listening to tapes and by using the comparison of ". . . then and now". Students were provided with an opportunity to become proficient in tape recorder interviewing. Some students showed excellent results. Some did not take it seriously enough and had only fair results. The summarization, discussion, and tabulation of information gathered on the tapes provided follow-up and reinforcement of the skills required for, as well as content of, the interviews.
RECOMMENDATIONS	-This activity could be used in lower grades, with expectations dependent upon the grade level. The work-up of the material into a chart, or tabulation, could involve math concepts in addition to English.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Model Office--Role-playing.
GRADE LEVEL	-11-12 (grades 11 & 12)
GOAL/CONCEPT	-Job specialization creates interdependency. Individuals are responsible for their career planning. Job characteristics and individuals must be flexible in a changing society.
SUBJECT	-Business Education (Typing II)
OBJECTIVES	-To set up a model of a working office with several different departments. To experience the various occupations in a multi-department office. To extemporaneously perform the various duties of each office occupation. To become familiar with office tools and procedures.
ACTIVITIES	-Classroom was set up as a model office. Departments included receptionist, stenographer, bookkeeper, typists, duplicator, head secretary, file clerk. Planning session held to establish office situation and tasks to be performed. Wrap-up discussion and critique.
RESOURCE/ MATERIALS	-Typewriters, desks, adding machines, mimeo duplicator, tape recorder, dictaphone.
EVALUATION	-Students experienced the setting up of an office, its departments and tasks. Students came to appreciate the interdependence of the various office positions and procedures. Planning and critiquing sessions gave students insights into actual office situations.
RECOMMENDATIONS	-This activity could be performed at the 7-10 level, with appropriate standards set up. Duplicated hypothetical situations for the problem-solving could be used.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Decision Making--Role-playing
GRADE LEVEL	-11-12
GOAL/CONCEPTS	-Individuals differ in their interests, abilities, attitudes, and values. Various groups and institutions influence the nature and structure of work. Individuals are responsible for their career planning. Job characteristics and individuals must be flexible in a changing society.
SUBJECT	-Social Studies - Psychology
OBJECTIVES	-To participate in exercises that clarify student values. To learn to appreciate individual differences in attitudes and values. To relate interests, attitudes, and values that create a lifestyle for career planning and occupations.
ACTIVITIES	-Student pamphlets were used to create simulations and role-playing situations that would lead to clarification of student values. Discussion of how decisions involving values are made. Relating value decisions through discussion to life situations. About 20 class hours were used.
RESOURCE/ MATERIALS	-"Deciding Materials," student pamphlet published by College Entrance Examination Board.
EVALUATION	-Materials stimulated good discussions. Appreciation of individual differences grew easily out of these materials. Although material could become repetitious, numerous alternatives were suggested for using them.
RECOMMENDATIONS	-This series could be used for one hour a week for twenty weeks. This material could be adapted to use in the 7-10 level.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Unusual Occupations -- Field Trip
GRADE LEVEL	-3-4
GOAL/CONCEPT	-Work means different things to different people.
OBJECTIVES	-To become aware of unusual occupations in the area. To interview the owners of Mountainside Aviary. To observe all aspects of bird care, breeding, and feeding. To learn about the duties involved in marketing and distribution of birds.
ACTIVITIES	-Discussed pets and possibility of related careers. Prepared interview questions and division of student assignments. Interviewed owners on videotape. Listened to illustrated explanations of types of birds and their complete care. Analyzed types of feed and measured ingredients for next feeding. Received information on breeding and breeding cycles. Heard accurate, but simplified, resume of all aspects of marketing the birds.
RESOURCE/ MATERIALS	-Videotape, Aviary, Owners, Instruments, Illustrations, Charts, and Records.
EVALUATION	-After reviewing the videotape, the students discussed the many things they observed and learned. Then they organized the schedule of care for the parakeet given to them by the MacLauchlans.
RECOMMENDATION	-Field trips of this type should be continued since they provide a valuable experience in developing an awareness of the many interesting and unusual career opportunities possible. The number of students must be limited.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Health and Public Service Careers--Field Trip
GRADE LEVEL	-4,5, and 6
GOAL/CONCEPT	-Persons need to be recognized as having dignity and worth.
OBJECTIVES	-To observe the administrative role in operating a nursing home. To interview members of nursing, housekeeping, and dietary staff. To become aware of the aged and the problems which have caused them to cease work and/or a normal life at home. To gain an understanding of the particular training and personal traits necessary for work with the aged.
ACTIVITIES	-Discussed various roles of work in a nursing home. Prepared interview questions and divided responsibilities of tape recorder, camera, and interviewing. Toured the entire facility at Tranquility Nursing Home. Interviewed representative personnel. Talked with patients.
RESOURCES/ MATERIALS	-Tape recorder, camera Staff and patients
EVALUATION	-This field trip provided a basis for discussion of the careers that they observed; after reviewing their tape and slides, the students tried to analyze and understand the problems of the aged and why the deterioration of body and/or mind occurred. As a result of the interest generated, Christmas momentos for the patients were prepared and sent.
RECOMMENDATION	-A nursing home field trip is recommended for this level and would be equally valuable for those older students seriously considering health and public service careers.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Conservation Careers--Field Trip
GRADE LEVEL	-5
GOAL/CONCEPT	-Occupations exist for a purpose.
OBJECTIVES	-To develop an awareness of the many facets of the forester's work. To become aware of the tools used. To illustrate skills and training needed. To know purposes of conservation activities of forester. To gain insight into working conditions.
ACTIVITIES	-Introduced conservation careers. Prepared interview questions and assigned responsibility for recorder and camera. Interviewed forester at Chittenden Brook area of Green Mountain National Forest. Surveyed types of soil, trees, and wild life. Observed different types of wild life and their habitat. Learned about scientific planting by actually planting 461 yellow birch trees under forester's supervision. Were involved in an actual experiment to see if yellow birch would grow as well on this site as on sites in Canada, New Hampshire, and northern Vermont.
RESOURCE/ MATERIALS	-Tape recorder and camera, charts and maps, necessary tools, and U. S. Forest Ranger.
EVALUATION	-The students reviewed their tapes and pictures and decided to prepare a narrative to accompany the slides in order to present this information to other classes. They discussed their reactions to what was seen and learned and expressed enthusiasm for involvement in an actual experiment.
RECOMMENDATION	-This field trip is highly recommended for small groups at this level to create an awareness of outdoor careers. It can be used with equal success in upper levels to explore and/or to develop knowledge of and interest in the various careers connected with the Forestry Department.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Public Service Careers--Field Trip
GRADE LEVEL	-10
GOAL/CONCEPT	-Various groups and institutions influence the nature and structure of work.
OBJECTIVES	-To acquire personal awareness of occupations relating to law and justice. To witness a court case. To interview key people in administration of justice and in the enforcement of law.
ACTIVITIES	-Studied thoroughly the United States Constitution. Discussed possible careers relating to law and justice. Divided class into groups and assigned each group to interview a specific occupation. Visited County Court. Interviewed a judge, state's attorney, a probation officer, a state policeman, and the warden of the State Prison. Toured the State Prison.
RESOURCE/ MATERIALS	-Cameras and tape recorders (one each per group). Necessary persons to be interviewed.
EVALUATION	-After each group had reported on information gained, the students discussed their reactions and compared their feelings towards the occupations they had witnessed.
RECOMMENDATION	-A field trip such as this provides a worthwhile tie with courses and careers, but scheduling interviews with so many people can present a time problem. Since too many delays can cause loss of interest and consequential lack of carry-over, it is recommended that the court visit and interviews be arranged within as short a time span as possible.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Business Careers--Field Trip
GRADE LEVEL	-10-11
GOAL/CONCEPT	-Job specialization creates interdependency.
OBJECTIVES	-To introduce job characteristics in office and manufacturing careers. To develop an understanding of occupational supply and demand. To interview office personnel and factory workers. To explore the interrelationship between jobs in a manufacturing plant.
ACTIVITIES	-Discussed office duties and opportunities. Investigated general areas of the manufacturing industries. Prepared format of field trip. Interviewed representatives of all the departments within the Howe Richardson Scale Company. Explored requirements, training, advancements, and personality types for each job category.
RESOURCE/ MATERIALS	-Tape recorder and camera; Notebooks. Business Manager, Secretary, Engineer, and Plant Workers.
EVALUATION	-Because of the interest generated, the students discussed at length their impressions and prepared additional notes on job requirements, training, salary range, and advancement possibilities in all phases of the plant visited.
RECOMMENDATION	-This is a highly recommended trip for small groups of students so that they may observe and evaluate a total business operation since it will furnish them with valuable information to help determine their own interests and abilities in these observed careers.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Armed Services Careers--Field Trip
GRADE LEVEL	-11-12
GOAL/CONCEPT	-Job characteristics and individuals must be flexible in a changing society.
OBJECTIVES	-To observe the wide variety of careers available in military service. To recognize the Navy's influence on the nature and structure of various jobs. To gain an understanding of the interdependency of jobs.
ACTIVITIES	-Collected information from the Navy Recruiting offices. Selected bases to be toured and made plans for tours. Toured five New England Navy bases (New London, Conn., Newport, R.I., University of R.I., Portsmouth, N.H., and Brunswick, Me.) Interviewed key personnel at each stop. Observed as many operations and activities as possible.
RESOURCE/ MATERIALS	-Navy recruiting officers, Naval bases and personnel, and money and cars (about $15 per student, plus gas.)
EVALUATION	-After reviewing their experiences and observations, the participants were able to discuss the diversity of careers in the military service.
RECOMMENDATION	-This trip is recommended for the upper grades and should be expanded to include other branches of the Armed Services.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Physical Education Careers--Field Trip
GRADE LEVEL	-11-12
GOAL/CONCEPT	-Individuals differ in their interests, abilities, attitudes and values.
OBJECTIVES	-To consider possible careers in fields related to Physical Education. To discover ways in which personal interests and abilities can be utilized in worthwhile careers. To recognize the skills, training, and dedication needed in such careers.
ACTIVITIES	-Viewed films on athletic careers. Prepared a list of area businesses that involved aspects of Physical Education. Selected on interest basis the facility to be visited. Heard explanation of the major aspects of horsemanship. Watched demonstrations of grooming, saddling, and riding in both English and Western styles. Actively participated, under supervision, in riding, grooming, and feeding.
RESOURCE/ MATERIALS	-Appropriate films, camera, tape recorder, Equestriennes, horsemanship facility (Hitching Post or Westenfeld Morgan Horse Farm)
EVALUATION	-The students involved in this field trip discussed the many experiences witnessed and on the basis of what they had learned were able to evaluate the requirements, the necessary training, the salary range, and the advancement possibilities.
RECOMMENDATION	-A field trip of this nature is advocated because it is of value in illustrating the possibilities of relating interests and careers. This trip could be adapted for the upper elementary grades.

WINDSOR NORTHWEST DISTRICT

SAMPLING OF CAREER EDUCATION ACTIVITIES

ACTIVITY TITLE	-Other - Survey--Job Inventory of Town
GRADE LEVEL	-4th and up
GOAL/CONCEPT	-Individuals differ in their interests, abilities, attitudes and values. Occupations and life styles are interrelated.
SUBJECT	-Social Studies, English
OBJECTIVES	-To prepare a list of potential resource persons. To develop an awareness of the variety of occupations in the locality.
ACTIVITIES	-Made up and duplicated information sheets to be filled out by resource persons. Held contest to see which student could contact most people. Made chart on oak tag to indicate the various jobs residents do.
RESOURCE/ MATERIALS	-Duplicated sheets to be filled out Oak Tag
EVALUATION	-Successful project with product of value to be kept for future use.
RECOMMENDATIONS	-Most successful if not dragged out over long period of time. Group jobs in group clusters. Tabulate and make available to other teachers and schools in area.

WINDSOR NORTHWEST DISTRICT

CATALOG AND CRITIQUE OF MATERIALS USED IN PROJECT

After the Career Program ended, appraisal indicates that in order to continue the program of testing and guidance, these materials listed below are needed:

For use with grades 7 - 12--

Dictionary of Occupational Titles. Subscription renewal and supplementary materials to keep the file updated.

Five (5) copies of the Occupational Handbook.

Lovejoy Guides to 2-year and 4-year colleges and Vocational Schools.

Twenty-four (24) Box Folders (for loose materials put in clusters.)

Introduction to the World of Work filmstrips--Guidance Associates.

Career World Magazines - Need subscription for Rochester High School

These materials and the others listed above will be placed in the Resource Center and the Guidance Department at Rochester High School.

TABULATION OF GUIDANCE COMPONENTS

MATERIALS	SUPPLIER	GRADE LEVEL
VIEW DECK		
2-year college		
4-year college	Chronicle Guidance	7-8 (Introductory)
Occupational	Moravia, New York	9-12 (See Below)

COMMENT - Excellent resource materials for classroom instruction at the beginning of program. Then materials should be available to students for free-time exploration and for use under the direction of a teacher or counselor and for individualized learning projects.

Materials may be used in parent-student-counselor sessions because parents find tests interesting enough to get involved with their student and the school to help with the career decision-making.

Occupational View Deck may be used in conjunction with a number of interest inventories such as the OVIS, Kuder and other testing materials. It should be said that this Deck has a section known as "Temperament." Students must have counseling to use this properly.

WINDSOR NORTHWEST DISTRICT

TABULATION OF GUIDANCE COMPONENTS

MATERIALS	SUPPLIER	GRADE LEVEL
CHRONICLE OCCUPATIONAL LIBRARY FILE	Chronicle Guidance Moravia, New York	K-12 (use detailed for 7-12).

(A two-drawer file cabinet of occupations.)

COMMENT - Excellent resources for use at all grade levels for classroom activities with or without a career program.

A major tool for counseling, it contains job descriptions, aids for career planning and preparation, and materials that help parents, pupils, and school personnel find individual interests and resource persons who can be important to any career development activities.

A renewal package is available annually to up-date files.

DECIDING (game)	College Entrance Examination Board	7-12

COMMENT - Excellent resource. Through a series of exercises it helps students learn how to make decisions and to understand the decision-making process.

Requires a well-trained instructor or guidance counselor to use.

VERMONT OCCUPATIONAL VIEW DECK CARDS	State Department of Education, Montpelier	7-12

COMMENT - Excellent resource. Gives all pertinent information about jobs in the State of Vermont. Individual microfiche cards stating job qualifications, job requirements, starting pay, advancement potential, related jobs, additional information, school courses, need in Vermont, and other areas of job information.

Needed equipment: Microfilm reader with microfiche attachment.

CAREER WORLD	Curriculum Innovations Highwood, Illinois	7-12

COMMENT - Good resource. Adds depth and updated information to other guidance materials.

Deals with a specific career cluster in each publication.

Inexpensive! Two per month. Minimum order - 15 copies.

WINDSOR NORTHWEST DISTRICT

TABULATION OF GUIDANCE COMPONENTS

MATERIALS	SUPPLIER	GRADE LEVEL
GUIDANCE MONOGRAPH SERIES ON CAREER DEVELOPMENT		Teachers
TESTS - Kuder	Science Research Associates	7-12
OVIS	Harcourt, Brace, Ivanovitch	9-10
DAT	The Psychological Testing Co.	9
ASVAB	Armed Forces	9-12
COMMENT - Helpful to teachers, students, and parents. Interest inventory tests such as Kuder - OVIS - all help with career decisions. The DAT and ASVAB may indicate specific aptitude areas. Attendance at Vocational Center is an important factor to consider in assessing potential.		
NEWSPAPERS	Papers of your choice and location	9-12 project
COMMENT - Want Ads used for teaching and actual placement. May be individually cut out and arranged on pins by job clusters.		
OCCUPATIONAL OUTLOOK HANDBOOKS	U. S. Department of Labor	9-12
COMMENT - Best used for vocational and career information.		
LOVEJOY GUIDES 2-year colleges 4-year colleges Vocational Schools	Simon and Schuster	9-12
COMMENT - Two- and four-year college placement information.		
48 FILE FOLDERS (Box Type)	Any office or school supply company	
COMMENT - Organization of loose materials into clusters for career exploration. Makes for easy classification of information related to career development.		

WINDSOR NORTHWEST DISTRICT

TABULATION OF GUIDANCE COMPONENTS

MATERIALS	SUPPLIER	GRADE LEVEL
INTRODUCTION TO WORLD OF WORK (filmstrips)	Guidance Associates	9-10

COMMENT - Best used in planned program of guidance and career planning.

Gives general overlook of jobs on filmstrip with record narration.

Better for levels 9 and 10 than 7 and 8 in our project.

Some use possible in grades 11 and 12 where student instruction can be individualized.

ENGLISH ON THE JOB
Textbooks, Vol. I and II — 9-10

COMMENT - Excellent Practical English textbook for students of limited verbal ability.

Books deal with practical English exercises, always using career education as a theme.

WINDSOR NORTHWEST DISTRICT

COMMERCIALLY PREPARED AUDIO-VISUAL MATERIALS FOR CAREER EDUCATION

TITLE	SUPPLIER	GRADE LEVEL
Clerk-Typist Sampler	3M Company, Catalog No. 9726	10-12
COMMENT - Helpful material but cost per set may be prohibitive.		
Compulearn Career Education Program	Compulearn, Inc.	K-12
COMMENT - Sets of transparencies for each level and computer-type reader valuable for exploring and investigating careers. Can be used independently. Cost per set may be deterrent.		
VT Educational Television		K-12
COMMENT - Many excellent programs available for class use.		
Videotape	Most television suppliers	K-12
COMMENT - Tremendous teaching tool if wisely used by teacher.		
The Story of Wall Street (Five sound filmstrips)	ARDS	11-12
COMMENT - Invaluable tool in learning about the world of securities, corporations, and men who work on NY Stock Exchange.		
Banking Career	Randolph National Bank	9-12
COMMENT - Used with resource representative.		
Insurance Careers	Holden Insurance Agency	9-12
COMMENT - Used with resource representative.		
Why Work At All? (Filmstrip and record)	Guidance Association	11-12
COMMENT - Introduces feelings about job satisfaction, material rewards and relationship of work to personal growth and development.		
Basic Educational Graphics	Educational Media Laboratories	Teachers
COMMENT - Handbook, filmstrips and tapes very helpful for teachers in preparing audio-visual materials for classroom use.		

WINDSOR NORTHWEST DISTRICT

COMMERCIALLY PREPARED AUDIO-VISUAL MATERIALS FOR CAREER EDUCATION

TITLE	SUPPLIER	GRADE LEVEL
Free Films and Filmstrips (Catalog)	Educator's Progress Co.	K-12
COMMENT - Many excellent career-oriented films and filmstrips.		
Forestry and Wild Life Films	VT Fish and Game Department	7-12
COMMENT - Wide variety of job-related films. Interesting.		
Million Raindrops	U. S. Post Office	K-6
COMMENT - Interesting prelude to postal careers.		
Film Guide	Talking Films, Inc.	K-12
COMMENT - General career education films helpful in arousing interest in careers and vocational planning.		
Modern Consumer Education (Filmstrip and tapes)	Grolier Consumer Education	9-12

WINDSOR NORTHWEST DISTRICT

TEACHER-MADE AUDIO-VISUALS FOR CAREER EDUCATION

TITLE	GRADE LEVEL	PLACE	COMMENTS
Horse Shoer	3-4	Stockbridge	Tape, Slides
WCVR Radio Station	3	Bethel	Tape, Pictures
Randolph Vocational School	7-8	Rochester	Slides
Automotive Garage	4-6	Hancock	Slides, Tape
Fish and Game Biologist	7-8	Bethel	Slides
Cosmetologist	7-8	Rochester	Slides
Flight Instructor	7-8	Rochester	Slides
State Police	7-8	Rochester	Slides
Mortician Assistant	7-8	Rochester	Slides
Architect, Hawk Mountain	7-8	Rochester	Slides
Businessman	7-8	Rochester	Slides
Salesman	7-8	Rochester	Slides
Doctor	7-8	Rochester	Slides
FBI, Border Patrol	7-8	Rochester	Slides
Banking	7-8	Rochester	Slides

WINDSOR NORTHWEST DISTRICT

TEACHER-MADE AUDIO-VISUALS FOR CAREER EDUCATION

TITLE	GRADE LEVEL	PLACE	COMMENTS
Children's Book	7-8	Bethel	Tape, Slides
Store Careers	4-6	Hancock	Tape, Slides
Forest Ranger and Tree Surgeon	5	Bethel	Tape, Slides, Pictures
Nursing Home	4-6	Hancock	Tape, Slides
Raising Birds	3-4	Stockbridge	Tape, Slides
Howe Richardson Scale, Rutland	10-11	Rochester	Tape, Slides
Law and Justice	10	Bethel	Tape, Slides
Post Office	3	Bethel	Pictures
Resource Persons, Weyerhaeuser	1-4	Granville	Tape, Slides
Insurance Agent	7-8	Rochester	Tape
Fireman	3	Rochester	Tape
Gunsmith	7-8	Rochester	Slides
Miscellaneous Occupations	3-4	Granville	Tape, Slides
Surgeon	6	Rochester	Tape, Slides
Veterinarian	4-6	Hancock	Tape, Slides

WINDSOR NORTHWEST DISTRICT

TEACHER-MADE AUDIO-VISUALS FOR CAREER EDUCATION

TITLE	GRADE LEVEL	PLACE	COMMENTS
Planetarium Director	6	Rochester	Tape, Slides
Movie Projectionist	6	Rochester	Tape, Slides
Bridge Construction	4	Bethel	Tape, Slides
Antique Dealer	3-4	Stockbridge	Tape, Slides
St. Johnsbury Trucking Co.	10-11	Rochester	Tape, Slides
Farm Visit	1-3	Hancock	Tape, Slides
Apple Orchard	3	Rochester	Tape, Slides
Apple Orchard	3	Bethel	Tape, Slides, Pictures
Lawyer	5	Rochester	Tape, Slides
Chemistry Professor	5	Rochester	Tape, Slides
Weyerhaeuser	3-4	Granville	Tape, Slides
Parent Jobs	1-4	Granville	Tape, Slides
Garage	3-4	Granville	Tape, Slides
Newspaper	3-4	Granville	Tape, Slides
Plumber	9-10	Rochester	Tape, Slides

WINDSOR NORTHWEST DISTRICT

TEACHER-MADE AUDIO-VISUALS FOR CAREER EDUCATION

TITLE	GRADE LEVEL	PLACE	COMMENTS
Medical Office	5	Rochester	Tape, Slides
Weaving	3-4	Stockbridge	Tape, Slides
Woodworking, Granville Mfg. Co.	5-6	Hancock	Tape, Slides
Airline Hostess	5	Rochester	Pictures
Medical Center	5	Bethel	Slides, Tapes
Industrial Arts Department	9-10	Rochester	Movies, Slides, Tapes
Newspaper	3	Bethel	Slides, Prints
Meat Market	3	Bethel	Slides, Prints
Veterinary	5	Bethel	Slides, Tape (poo
3 Woodworking Plants	4-5	Bethel	Slides, Tapes, Pictures
Construction--house	2-3-4	Granville	Slides, Tapes
National Survey Co., Chester	4	Granville	Tape
Dairy Farm	3	Bethel	Tape, Slides
State Highway Department	5	Bethel	Pictures
Architecture	9-11	Rochester	Tape, Slides

WINDSOR NORTHWEST DISTRICT

TEACHER-MADE AUDIO-VISUALS FOR CAREER EDUCATION

TITLE	GRADE LEVEL	PLACE	COMMENTS
Merrimaid	10-11	Rochester	Tape, Slides
"MacDonald's in Rochester"	3	Rochester	Tape, Pictures
Government	5	Bethel	Tape, Slides
Auctioneer	3-4	Stockbridge	Tape, Slides
Eastern Trailer Mfg.	4-5	Bethel	Tape, Slides
VTC Farm	4-5	Bethel	Tape, Slides
G. W. Plastics	11-12	Rochester	Pictures
Mortician	12	Bethel	Tape
G. W. Plastics	4-5	Bethel	Pictures
Hospital	4-5	Bethel	Pictures, Tapes
Champlain Ferry	7-8	Rochester	Slides, Movie
Burlington Free Press	7-8	Rochester	Slides, Movie
International Paper Company	7-8	Rochester	Slides, Movie
Ethan Allen Furniture Company	7-8	Rochester	Slides

WINDSOR NORTHWEST DISTRICT

COMMERCIALLY PRINTED MATERIALS FOR CAREER EDUCATION

TITLE	SUPPLIER	GRADE LEVEL
Career Education Guide	General Learning Corp.	K-12
COMMENT - Comprehensive booklet of lesson plans for career education activities. Includes concept chart by grade that is cross-referenced to lesson plans.		
Career Education (Pamphlet)	U. S. Department of Health, Education, and Welfare	K-12
COMMENT - Brief overview of career education.		
Yellow Pages of Learning	MIT	K-12
COMMENT - Selection of learning resources found in any city. Outlines procedures necessary to make resources available for school use.		
Review and Synthesis of Foundations for Career Education	Superintendent of Documents Washington, D.C.	K-12
COMMENT - History of the career education movement in the United States and a synthesis for program developers.		
Career Development in the Elementary School	University of Maine	K-6
COMMENT - Overall projection of a career education program on the elementary level developed for the State of Maine.		
Vocational Development in the Elementary School	Mid-Hudson Career Development and Information Center	K-6
COMMENT - Curriculum supplement to implement career education with concepts and techniques.		
Job Charts	Gerald Hinckley, Pupil Personnel Services, Rutland Northeast District	K-12
COMMENT - Eight career education charts available from Hinckley, $18.75.		

WINDSOR NORTHWEST DISTRICT

COMMERCIALLY PRINTED MATERIALS FOR CAREER EDUCATION

TITLE	SUPPLIER	GRADE LEVEL
Deciding	College Entrance Examining Board, Princeton	9-12
COMMENT - Exercises for value clarification. Develops decision-making capability.		
Teacher's Manual Inquiring About American History	Holt, Rhinehart, and Winston	5-6
COMMENT - Set of instructions posing hypothetical problems concerning megalopolis which involves students in weighing problems and finding reasonable solutions. Actual solutions of these problems are in Teacher's Manual for comparisons.		
Comic Books	King Features, Inc.	4-12
COMMENT - Fourth grade reading level. Animated Pop-Eye stories about 15 job clusters interesting, eye-catching, and appealing to children.		
Vermont Yearbook	Chester Survey	
Career Education--A Handbook for Implementation	U. S. Department of Health, Education, and Welfare	
COMMENT - Answers these questions: (1) What are the key concepts of career education? (2) Why is career education needed? (3) What are examples of career education in practice? (4) What are the appropriate strategies for implementation for a school system interested in concept?		
Occupational Cluster Posters	State Department of Education Montpelier, VT	K-12
COMMENT - Charts on job classification by subject area.		
Job Vacancy Listings	State of Vermont Personnel Department	9-12
COMMENT - Excellent source of job descriptions.		

WINDSOR NORTHWEST DISTRICT

PRINTED MATERIAL FOR CAREER EDUCATION

TITLE	GRADE LEVEL	PLACE	COMMENT
Wrote and illustrated children's book	7-8	Bethel	
Composition following Decision Day observed by children	3-4	Granville	
Wrote picture book on visit to fire station	3	Rochester	Story in photographs with children-written comments.
Wrote class telephone book	3	Bethel	
Guide for Resource Persons and Possible Field Trips in the Windsor Northwest School District for Career Education	K-12	In every School.	
Composition explaining how Vermont map was made after completion of project	4	Granville	
Original stories of circus performers	3	Bethel	
Written reports and letters as result of career investigation	8	Whitcomb	
Charts and booklets on VT careers, listing and locating industries where these jobs are available with pictures and stories of same	4	Granville	
Individual Job Folders	5	Rochester	Good chance for students to collect career information.

WINDSOR NORTHWEST DISTRICT

PRINTED MATERIAL FOR CAREER EDUCATION

TITLE	GRADE LEVEL	PLACE	COMMENTS
Construction of school newspaper with newspaper careers chosen by students, including selling project	3	Granville	
Booklet on Woodworking	4-5	Bethel	Pictures with stories to go with each.

WINDSOR NORTHWEST DISTRICT

COMMERCIAL KITS FOR CAREER EDUCATION

TITLE	DISTRIBUTOR AND/OR PUBLISHING CO.	GRADE LEVEL	COMMENTS
Self Awareness Kit	Science Research Associates (SRA)	1-4	Valuable unit to help students identify differences and likenesses in themselves and others. Stresses student ability to cope with these differences. Brings out consideration of others. Very helpful in a group where there are personality clashes. Excellent.
Response Kit	Science Research Associates (SRA)	3-6	Follows Awareness Kit but may be used if students had not used Awareness Kit. Deals with the fact that people respond to stimuli. Makes student realize that his actions are a response and that he can choose the way he responds. Excellent.
Telezonia Phone Kit	District Office of Phone Company	1-12	Service varies from district to district. Useful in some way on all levels. Primary use good for teaching phone manners. Provides excellent opportunities for role playing. Higher levels will find film strip beneficial. Used successfully with office practice groups. Useful in communication and media occupational cluster.
Carpenter's Chests by SkilCraft	Cassler's or Colonial Distributors	K-6	Provides excellent opportunities to handle tools and use them to make something.

WINDSOR NORTHWEST DISTRICT

COMMERCIAL KITS FOR CAREER EDUCATION

TITLE	DISTRIBUTOR AND/OR PUBLISHING CO.	GRADE LEVEL	COMMENTS
Human Relations Kit	McGraw Hill Co.	11-12	Classes should be well prepared. Materials won't work by themselves; has to be adjusted to different classroom usage. Should be used with some continuity. Students thought it was more fun than educational.
I Want To Be Tree	Children's Press	K-3	Easy reading with more in-depth information provided on cassette tapes. Comes in sets of 4 books describing one occupation that appeals to primary school children.
Blood Typing Kit	A local hospital	9-12	Excellent for teaching medical-related careers.

WINDSOR NORTHWEST DISTRICT

COMMERCIAL GAMES FOR CAREER EDUCATION

TITLE	PUBLISHING CO. AND/OR DISTRIBUTOR	RECOMMENDED GRADE LEVEL	COMMENTS
Smog	Urban Systems	9-12	Used in conjunction with the study of conservation to role play various jobs in the Natural Resources occupational cluster.
Ecology	Urban Systems	9-12	
Dirty Water	Urban Systems	9-12	
Stocks and Bonds	3M Company	9-12	The goals and objectives (high finance, making large sums of money) of these games do not seem to show relevance to the student values in this area. The games were not used to any great extent.
Stock Market	Western Pub. Co.	7-12	
Acquire	3M Company	7-12	
Executive Decision	3M Company	7-12	
Mr. President	3M Company	7-12	Role-playing the presidential campaign provides experiences with jobs in the public service cluster.
Big Builders Game	McGraw-Hill Company	7-8	Provides role-playing experiences in buying, selling, and bookkeeping.
Monopoly	Parker Bros.	5-12	Good role-playing experiences for the 5-8 grades in the marketing and distribution cluster.
New Town	Harwell Assoc.	5-12	Good supplement to social studies. Provides role-playing experiences in the area of public service occupational cluster.
Game of Life	Parker Bros.	5-12	Demonstrates the interrelationship between education, occupation, and life-style.

WINDSOR NORTHWEST DISTRICT

COMMERCIAL GAMES FOR CAREER EDUCATION

TITLE	PUBLISHING CO. AND/OR DISTRIBUTOR	RECOMMENDED GRADE LEVEL	COMMENTS
Careers	Parker Bros.	4-12	Shows the continuous sequential choices involved in career development.
Tuf	Avolon Hill Co.	3-12	Similar to "Scrabble." Uses numbers and math concepts. Provides experiences relating math to the marketing and distribution occupational cluster.
Game of States	Milton Bradley Co.	2-8	Good introduction to the clusters of transportation, marketing, and distribution.
Play Family School	Fisher-Price Co.	K-3	Good way to introduce the equipment and surroundings of the child's first experience away from home. Relates to public service cluster teaching as a job.

WINDSOR NORTHWEST DISTRICT

TEACHER-PREPARED GAMES FOR CAREER EDUCATION

TITLE	GRADE LEVEL	PLACE	COMMENTS
Careers Game--Child has set time to name career in writing. If can't name one, child is out.	1-4	Granville	
Quotations Game--Teacher-written quotation from reading; child matches to career.	3	Granville	
Charades--Children in 2 teams acted out charades of jobs. Team which guessed most won.	5	Bethel	
"Duty Roster"--Duties assigned on a weekly basis; award for responsibility and job well done was a promotion up the ladder to "better" job. Lack of responsibility led to demotion or status quo.	1-4	Granville	Jobs at top became valuable in "pecking order."
Dollar-Bill Journey--Looked at old bill, imagined where it had been, trying to picture people who may have owned it and their jobs and careers. Divided into groups. Each group created an imaginary trip into future for their bill.	3-4	Stockbridge	Fun.

WINDSOR NORTHWEST DISTRICT

TEACHER-MADE MATERIALS FOR CAREER EDUCATION

TITLE	GRADE LEVEL	PLACE	COMMENTS
Model Store	1-3	Hancock	Built of tri-wall. Excellent. Very useful for studying consumer buying.
Bulletin Board Jobs Across America	5	Rochester	Drew pictures of regional occupations illustrating role of climate and geography in world of work.
Display of Hobbies	1-4	Granville	Very effective in realization that personal interests are related to careers.
Bulletin Board Showing 15 Occupational Clusters	5-10	Stockbridge	Good way to illustrate clusters at little or no cost.
Collage--Store Items	4-6	Hancock	Collection of things sold in stores leads to many avenues of exploration.
Tri-wall Tables	1	Rochester	Students used tools to make two tables. Good chance to take part in something being made for use.
Model Railroad Village	3	Bethel	Used to illustrate railroad and transportation careers.
Movie Projector Box	4-6	Hancock	Student prepared home-made movie projector to show hand-drawn strip about history of pottery.
Bulletin Board of Carpenter's Tools and Mason's Tools	3-4	Granville	A chance to make children familiar with tools of a trade.
"Happiness Is" Bulletin Board	2-4	Granville	Drew themselves doing their happy things.
Chart of Careers	2-4	Granville	Good means to keep children alert to spotting different careers. All Subject Tie-In.
Mapping Town	4	Rochester	Map done to scale. A project that could be continued another year. Students started with old water map. Scale buildings were put on.

WINDSOR NORTHWEST DISTRICT

TEACHER-MADE MATERIALS FOR CAREER EDUCATION

TITLE	GRADE LEVEL	PLACE	COMMENTS
Bulletin Boards Conservation Talking Animals Government Medicine	5	Bethel	Allowed group work and showed need for organization. Students recorded their commentary and showed occupations in these four categories.
Bulletin Board on Weyerhaeuser	3-4	Granville	Made of plywood paneling and materials used in plywood manufacturing.
Bulletin Board of wood panel displaying mechanic's tools	4-6	Hancock	Easy way to display tools.
Bulletin Board--Genealogy Chart of Family Occupations	5	Rochester	
Post Office (Cardboard)	3	Bethel	Used refrigerator boxes. Assimilated postal careers.
Bulletin Board with pictures, model equipment of Air Force	4-6	Hancock	
Display of deep sea equipment	4-6	Hancock	Exploring marine science.
Posters of "Myself"	2-4	Granville	Children traced body shapes and made themselves.
Map Making	4	Granville	Project followed field trip where students saw scriber's tools used.
Life Size circus figures	3	Bethel	Child chose job he would like in a circus. Drew it in position and decorated it. Done in conjunction with student-written book.

WINDSOR NORTHWEST DISTRICT

OTHER MATERIALS USEFUL IN CAREER EDUCATION

TITLE	SUPPLIER	GRADE LEVEL
Firing Kiln	Most art suppliers	4-12
COMMENT - Desirable for any career project doing a hands-on activity in pottery-making to assure results of professional quality. Should assess number of students before buying to determine size to purchase.		
Restaurant Menus	Some eating establishment	K-10
COMMENT - Can be utilized for original activities in many clusters of jobs in several subject areas. Good, free material.		
Wooden Toys	Cassler's, Inc. 336 N. Winooski Ave., Burlington	K-3
COMMENT - Very sturdy toys for rough usage.		
Adult Tools Relevant to Career Projects	Hardware and Department Stores	K-12
COMMENT - Valuable to provide experiences with actual tools encountered in the work world. Cost can be a restrictive factor.		
Portable Electric Oven (not a micro-wave oven) and Cooking Utensils	Appliance and Department Stores	K-6
COMMENT - Large initial cost but a good quality oven will last long enough to defray expense.		
Camping Gear	Sporting and Department Stores	K-12
COMMENT - Used for outdoor-oriented careers.		

WINDSOR NORTHWEST DISTRICT

A REPORT ON THE SECONDARY AND VOCATIONAL PROGRAMS AS THEY HAVE RELATED TO THE CAREER EDUCATION PROGRAM DURING THE PAST YEAR

Rochester High School, enrolling 176 students in grades 7 through 12, has had a long history of strong academic preparation which has been a matter of justifiable community pride. From career development assessments, the program left much to be improved. With the arrival of a new coordinator for Career Education who has a strong career counseling background, it was soon evident that improvements in testing and guidance were in order. Through the influx of career project funds, new materials were procured to supplement those in use and a "planned-use" program for grades 7 through 12 was organized. Some materials were made available to the lower grades as well. Increased coordination efforts were undertaken to involve the Vocational Center in the overall career development program. These items were used:

VIEW DECK	-Two-year and Four-year Colleges Occupational View Deck Supplier Chronicle Guidance
DICTIONARY OF OCCUPATIONAL TITLES	-A two-drawer file of occupations complete with descriptions and conditions. Number coded.
VERMONT MICROFICHE	-Listing of occupations in Vermont. Used in the vocational school and high school guidance programs.
BOX FOLDERS	-Twenty-four were put into use for the organization of "loose materials" into OCCUPATIONAL CLUSTERS.
TESTING PROGRAM	-Modified to use these tests as a core. KUDER PREFERENCE TEST - Grades 9-12. OVIS (Vocational School) - Grade 10. DAT (Used with Freshmen) - Grade 9. ASVAB (Used in the original guidance program) - Grades 9-12.
NEWSPAPERS	-Job listings from classified sections were placed in occupational clusters for a special bulletin board to be used by students. FOUR papers were in use to give broad coverage of New England areas.
CAREER WORLD	-A monthly publication used in the Vocational School with copies for each home school provided.
DECISIONS	-A CEEB booklet for use with grades 9-12.

WINDSOR NORTHWEST DISTRICT

ROLE OF AREA VOCATIONAL CENTER IN CAREER PLANNING
AND
RECOMMENDATIONS FOR DIRECTION OF VOCATIONAL CENTER IN FUTURE PLANNING

During our Career Education Project year, staff personnel of the Randolph Area Vocational Center and the Rochester High School worked closely together in an effort to improve pupil-personnel services in the areas of career planning and development and in decision-making procedures. Our immediate goals were to show significant improvement in these areas listed below:

For grades 7 and 8 -

To increase parent and student awareness of the plant and program of the Area Vocational Center in Randolph and its interrelationship with the sending schools in the region.

To improve local guidance techniques and materials in an effort to provide parents and students with more basic career information.

To involve students in testing and exploration activities as a means of heightening awareness in career planning.

To bring career resource persons into the schools and to get pupils out into the field where they may experience hands-on activities.

For grades 9 and 10 -

To revise orientation procedures so as to provide a broader, more comprehensive, view of the Area Vocational Center programs and to help parents and students in making better career choices.

To increase the use of Interest and Ability testing in such a way as to involve parents with helping their students through the career planning and developmental stages.

For grades 11 and 12 -

To help the Area Vocational Center develop better guidelines for program selection and greater accountability for placement. This demands a much greater cooperation between the Center personnel and the guidance departments within the sending high schools.

To help the Area Vocational Center in refining its departmental objectives and performance evaluation criteria to relate more effectively to the needs of local business and industry.

We experimented with several ideas and procedures, as well as materials, during the project year. Recognition of our more obvious

needs came during the early months of the program. Resulting recommendations prompted the following programs for orientation and testing.

1973-74 SCHEDULE OF ACTIVITIES FOR THE AREA VOCATIONAL CENTER AND THE HOME SCHOOL

Grades 7 and 8 - Three to four-day Program

NOTE: Many faculty training sessions may be needed to prepare staff members for this program. This will help acquaint staff with the Area Vocational Center.

First Day: Meeting of 7th and 8th grades to explain the 3-day program. Introduce staff to students. Break into groups of 15 to administer, graph, and evaluate the Kuder Interest Inventory. At this meeting, the main objective will be to explain career education, the role of the Vocational Center and the relationship of the interest inventory to career exploration.

Second Day: The first activity will be to explore clusters* in depth. Students will explore their individual interests based on results from the Kuder Interest Inventory. Under the direction of trained personnel this "round robin" will be awareness-oriented. The major objective will be to expose students to the cluster concept.

Good organization, good scheduling, while keeping the groups small, is a must. We will convey the idea that "you do best what you like to do."

The second day program will end with a prepared slide-tape presentation on the program or studies at the Vocational Center.

Third Day: Students will be bussed to the Vocational Center where they will receive personalized schedules for visiting, observing, and participating in specialized areas. The students will report to the areas they have chosen based on their interest inventories. To aid selection and reduce the size of visiting groups, students will investigate either "building related" or "service related" areas, depending on interests. They will also visit the area information center for career education information.

In the afternoon parents will drive groups of 3 or 4 students with similar career interests to businesses, stores and industries. There they can see people at work. Hopefully, hands-on activities with pictures and tapes will be part of the interview and on-site experience.

A follow-up questionnaire will be filled out by each student at the close of the program for evaluative purposes.

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* The cluster concept is a method of categorizing about 42,000 jobs found in the D.O.T. into 15 clusters for the convenience of career education concepts. These 15 clusters may be found on the activity sheet included in this guide.

WINDSOR NORTHWEST DISTRICT

1973-74 SCHEDULE OF ACTIVITIES FOR THE AREA VOCATIONAL CENTER AND THE HOME SCHOOL

Grades 9 and 10 - Joint planning by the high school and Vocational Center to prepare students for entrance into the vocational program.

September to December: An introduction to Randolph Vocational Center given at the home school to include:

A presentation by the coordinator of the Vocational Center.
A sound tape with slides depicting activities at the Center.
Programs of study for all vocational areas given to the students for use with their parents and guidance counselors.

Grade 10 - Administer: OVIS interest and ability testing as an aid.
ASVAB for placement in Vocational Center programs.

Field trip to Area Vocational Center - After test results are known, the student may decide which areas of the Center he would like to investigate. He must choose between a program based on service occupations or building and construction occupations.

Open house for parents of 10th graders at home school for briefing prior to program selection at the Vocational Center. Registrations for vocational program to be completed by January 1. At least two student-parent-counselor sessions should be held before final vocational program selection is made.

January to June (10th grade): Open invitation arranged by coordinator for all interested students to visit the Vocational Center and explore their areas of interest.

Grade 9 - Spring Activity - Home high school evening meeting for parents of 9th graders to see the same slide and tape presentation shown to the students in the fall. Next day after parents' program, all 9th graders will visit the Vocational Center for a general tour and orientation to programs.

Grades 11 and 12 - Corrective measures that are shown to be needed by the evaluative studies may be worked out by joint cooperation of the sending school staffs and the Area Vocational Center Advisory Board. Some areas that need attention are:

Organization and refinement of selection criteria.
Development of standards of accountability for placement of vocational students.
Arrangement for a full-time job coordinator between Vocational Center and the home school.
Development of performance criteria and career objectives for graduates of the Vocational Center with the cooperation of business and industry.

WINDSOR NORTHWEST DISTRICT

COORDINATOR'S CONCLUDING REMARKS

The teachers and administrators who met to prepare this paper expressed an obvious enthusiasm for continuing their efforts in career education for another year. They now have a greater understanding of career education and its concepts, and with the experience they have acquired throughout the project year, they will undoubtedly spread their enthusiasm to the rest of the staffs as they eagerly carry on their own activities in career education.

All of the materials that were purchased with the project funds have been placed in the schools in the district and the teachers have expressed a desire to share these materials, as well as many of their ideas and experiences, for another year.

The support and involvement of the parents and the communities as a whole in this project has been very encouraging. Besides those serving in an advisory capacity, many parents and other community members acted as resource persons and as volunteers for driving and chaperoning students on field trips, thus making many more out-of-school activities possible. This community support was evident before the project started and was even more evident during its existence; and without a doubt, it will continue to play a vital role in the community-parent-school interrelationship which is so important in order for school base functions to be successful.

Even though the work and cooperation between the Area Vocational Center and the sending schools has been very favorable in the preceding years, a definite improvement has been noted during the project's length. Strong evidence is being shown for continuing rapport and understanding between the respective programs of the above schools and the overall understanding of the function of the Area Vocational Center and its role in the total educational system.

I would like to express my thanks to William Pollock, Principal of Rochester High School, for contributing his own ideas and those of the Area Vocational Center to this report and to thank the other members of the committee--Shirley Nelson, Gail McIntyre, Marie Rogers, Anita Shepard, and Eula Bennister--for their time and effort in disseminating the material for this report. I would also like to thank Bernard Dubay for finalizing the material and last, but not least, all of the many persons who in some way helped us during this project year.

Dale M. Porter
Career Education Coordinator